

## Writing to Learn Strategies

# LITERACY

**Directions:** Under each strategy category, describe how you used the strategy in your class. Sign off on your idea by adding your initials in parentheses. Add a post at least once per week so that each person has a total of at least **4** posts by Nov. 10th. The more we share, the more ideas we receive!

### Review of Strategies So Far

**Admit/Exit Slips:** Upon entering or exiting the classroom, students write on an assigned topic, reflecting on a lesson, etc.

**MVP-Most Valuable Point:** Using a text or topic studied in class, students identify the most valuable point and record that idea along with why they think it is important to their learning. Students share with those around them while the teacher listens for themes.

**One Minute Reflection:** While teaching a concept, the teacher stops periodically and asks students to reflect on their thinking/learning about the concept at that moment. Some sentence starters include: "One thing that became clear to me today is . . .," "Some questions I still have . . .," etc. Students can share with others in partners, using a Whip Around, etc.

<b>Admit/Exit Slips</b>	<b>MVP-Most Valuable Point</b>	<b>One Minute Reflection</b>
<b>Thank you, Emily Arnold!!! :)</b>	"Since we are examining character traits, keep track of all of the descriptions of our main character on one side of the double entry journal with your interpretations on the other side. Once you finish, write a one paragraph summary of the main character." (EA)	<b>One movie I've seen recently that has a fantastic plot or setting.....(lb)</b>
<b>We did exit slips Mon. Tues. and Wed. On Mon. we had a cause starter and the students had to write an effect. On Tues. students had an effect and they had to respond with a cause. On Wed. they had to write a complete sentence giving both a cause and an effect. Skd.</b>	<b>Wrote quick "cause and effect" during a teacher read aloud - K. Brown</b>	<b>We learned about Cause and Effect on Monday. Tuesday's warm up was a one minute reflection (actually, I turned it into a TWO minute reflection) where they could write ANYTHING they could think of having to do with cause and effect. I had lots of great responses, from definitions to</b>

		examples of cause and effect statements. (mv)
Exit slip- reflection on quote SB/NE	“Write Around the Room”-- Take a 1 min. walk around to review word walls; select 2-3 words to do a 1 min. reflection (turned into 2 min. write, oops! ) (jbm)	We just started ourwri tin
Admit slip/Warm up- I have the students think from the day before and define and describe the strategy that we focused on the day previous. What is inferencing and why do we do it? (JJB)	Students were learning about character traits and motives. They kept a list of these in their journal while reading a story. Afterwards, I had them write one paragraph about the main character from the story. (NB)	Students wrote a one minute reflection on their favorite character from a book, movie, or tv show. We were studying characterization at the time and I wanted them to point out the traits of a character. (NB)
After the story “Rules of the Game” the ending was kind of vague. I had students write what thought would happen next. (MP)	One minute reflection: Students wrote about one strategy/skill learned/used during term 1 in Reading/La that has been used in another class.( JBM)	After we read and studied The Titanic (A Night to Remember), we were able to write the sequence of events and determine what the lessons that were learned as a result of the disaster. In your opinion, who is responsible for the sinking of the Titanic? Is it one person, or many? Is it nobodys fault? (JO)
Imagine that you were the mountain with Jake and Danielle. Describe how you would be feeling. (LK)		
Is <i>Climb or Die</i> a realistic story? Why or why not?	We found and underlined the MIP in a story to better understand the theme of the story War of the Wall. B&B (KB)	To introduce our big questions for “Treasure of Lemmon Brown” we did 3- 1 minute journal reflections. Each question was presented on the over head as a prompt, 1. Describe your favorite

		character from a book or a movie, 2 Choose 1 of the 4 pictures and create a background story for that character, and 3 or 4 things you treasure and explain why they are important to you. (ML)
Select 2 of the new vocabulary words we learned yesterday and use them in complete sentences. (AK)	Students had to generate ideas on most valuable point from two different stories. Valuable point was related to theme of stories.B&B (LB)	We wrote a reflection on War of the Wall about why the boys were overly protective of the wall. B &B (KB)
After a lesson over Point of View, students read for 6 minutes from an independent novel. Their exit slip was to write about the point of view from their story. They also had to write an example from the story that showed proof of that point of view.(NB)	Each student got a non-fiction "quick read" to do. After answering the 4 or 5 questions that went along with it, I had them give me the MVP of the passage by jotting it down on a slip of paper. .TSal	I had students write a one minute reflection about how the setting of "The Monkey's Paw helped create the mood to the story. (MP)
Before taking a test and talking about healthy test taking strategies students answered the following in complete sentences: What time did you go to bed last night? What did you eat for breakfast this morning? B & B (LB)		Exit Slip--Making an Inference. Students wrote about a time they inferred what was happening from their reading or their personal life. Evans/ Brown
I had the kids do a wrap-up sentence as it relates to the 4-square writing method before leaving the room. .TSal		Students look at a mural and do a one minute reflection on what they saw.B&B (LB)
Exit slip from small-group- tell me in one minute how you use		One minute reflection on why it is important to be able to

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